Crosshouse Primary School

Anti-Bullying Policy

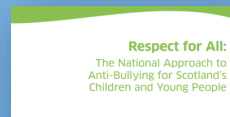HEART

happiness

attain

excellence

believe

achievement

achieve

respect

together

At Crosshouse Primary School, we provide an inclusive community, where learners can achieve success for today and prepare for tomorrow by attaining, believing and achieving. For learners to achieve their full potential, they must learn in a safe, secure and nurturing learning environment, where their differences are recognised, respected and celebrated. Central to this are our five school values, which form key elements of our anti-bullying strategy:
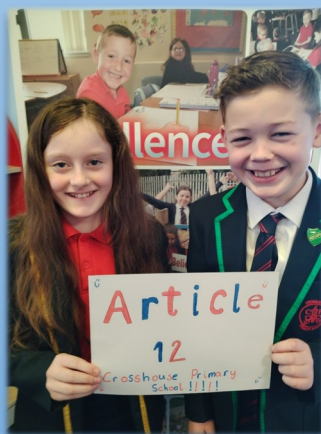
Happiness Excellence Achievement Respect Together

To achieve a respectful, trusting and inclusive community, free of unacceptable and intolerant behaviour, we are committed to embedding and maintaining our anti-bullying strategy. Our policy has been written in conjunction with national and local anti-bullying policies and guidelines; 'Respect for All' (Scottish Government, 2017) and 'Treat Me Well' (South Lanarkshire Council, 2018). In addition, our learners have placed the following articles from United Nations Convention on the Rights of the Child (UNCRC) at the heart of our policy:

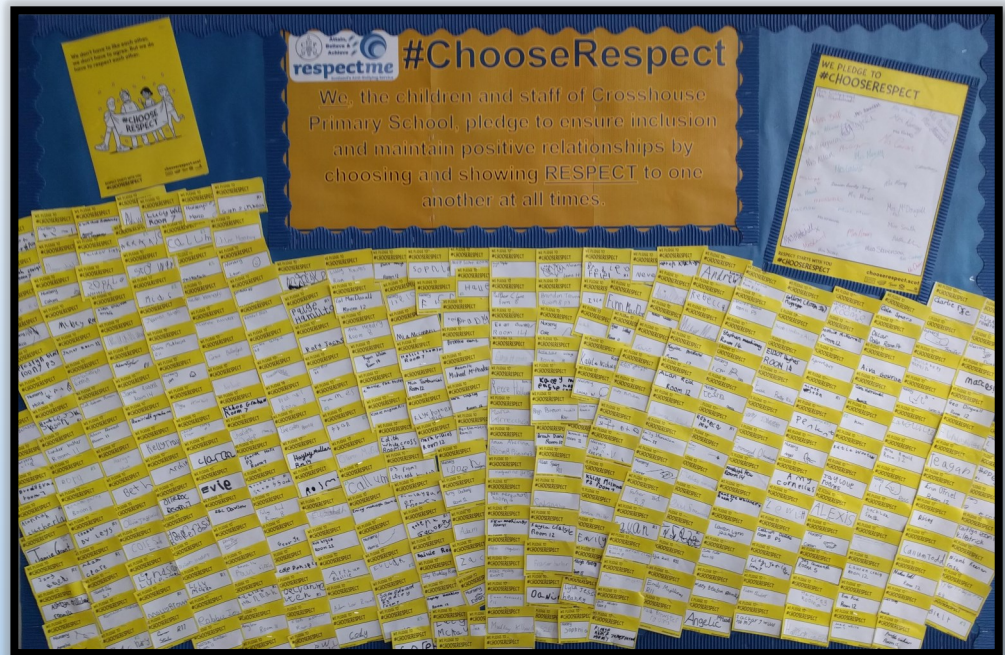| Article 2	Article 12	Article 19
The right to protection from discrimination.	The right to say what I think on matters that affect me and have my views taken seriously.	The right to be protected from being hurt or badly treated.

All learners and staff sign a pledge to choose respect!

◊ Ensure that all young people are free to learn in a **safe, secure and tolerant** environment.

◊ Inform all young people that it is their right **NOT** to be bullied.

◊ Ensure there is a **common understanding** between learners, staff and parents/carers of what bullying is and where it takes place.

◊ Develop a **partnership** approach to anti-bullying with parents, carers, learners and staff.

◊ Promote a **positive ethos** that fosters self-esteem and resilience for our pupils.

◊ Equip young people with the necessary skills to **recognise and tackle** bullying behaviour both in school and outside of school.

◊ **Support** pupils who have been affected by bullying.

◊ Provide help to pupils perpetrating bullying behaviours to **recognise** the causes and consequences of their behaviour.

◊ Provide **support** and advice for parents, carers and staff when dealing with bullying behaviours.

◊ Establish **clear steps and guidelines** for recording, reporting and monitoring instances of bullying.

Anti-Bullying Measures

Attain, Believe & Achieve

Clear Policy

Anti-Bullying Week

Assemblies

Expectations for all

Reporting Procedure

In line with government and local authority policies

Anti-Bullying Pledge

At Crosshouse Primary school, we are fully committed to eliminating any and all forms of bullying behaviour, which can leave young people feeling hurt, frightened and upset. If young people do not feel happy and Believe they are secure at school then they will be less likely to Attain and Achieve their full potential. Our school policy takes its' definition from Respect for All, 2017:

"**Bullying is both behaviour and impact;** the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens **face to face and online**.

Pupils, staff and parental stakeholders considered the national definition (above) and worked collaboratively to produce a simpler version to ensure learners of all ages understood what bullying is and how it impacts their sense of agency:

"If someone else's **words** or **actions** make you feel scared, left out or just sad for being you, then this may be **bullying behaviour.** This can happen **face to face or online**.

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).

At Crosshouse Primary School, we treat prejudice based bullying and language with the same level of seriousness as any other form of bullying. The Equality Act 2010 outlines the nine protected characteristics:

Age	Disability	Race	Sex	Pregnancy

Religion/Belief	Marriage/Civil Partnership	Gender Reassignment	Sexual Orientation

Online Bullying

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Online bullying should not be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to, affects young people in the exact same ways as face-to-face bullying.

A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying as part of our school anti-bullying approach, not as a **separate** area of work or policy. Where both parties are present in our school, we will apply the **same** reporting and monitoring procedures as face to face bullying.

Where bullying behaviour is reported to us and we only have one party in our school, we will **support** the young person who is experiencing bullying behaviours or we will **challenge** and support the young person committing bullying behaviours to see how their actions are affecting others in a negative manner.

When is it NOT bullying?

Attain, Believe & Achieve

It is just as important to remember young people will 'fall out' and disagree as a **normal** part of growing up and we would not consider this bullying behaviour or address it through this policy, unless left unresolved and it develops into something more serious. Young people experiencing fall outs and disagreements will be supported in the normal way.

There may also be times when some actions may appear to be bullying, but they are in fact a **crime**. Behaviours such as hate crime, sexual harassment/assault, or physical assault are illegal.

Bullying in any form is unacceptable and a breach of children's rights. All stakeholders must be aware of their roles and responsibilities in ensuring a safe, inclusive and positive climate, where everyone is a role model. The roles and responsibilities for learners, parents, staff and SMT are set out as follows:

LEARNERS

What is expected of YOU...

- **Follow** our school **values** in and out of school
- **Do not engage** in bullying behaviours
- **Respect** all individuals for who they are
- **Value** diversity
- Use technology **appropriately,** in line with legal guidelines
- Tell **someone you trust** if you or someone else is being bullied
- If you can't tell someone, **write down** your worries and share them with a member of staff
- **Support** friends and peers who are experiencing bullying

What you should expect from OTHERS...

- Be **taught** how to identify and report instances of bullying
- Be treated with **respect**
- Be **listened to**
- Have your concerns taken **seriously** and **investigated** sensitively and fairly
- Have options on how to **report** bullying and **choices** on how to **respond**
- Receive **support and guidance** from parents, staff and SMT.
- Be **included** in policy development in relation to anti-bullying

PARENTS

What is expected of YOU...

- Be **aware** of school values and anti-bullying policy.
- Be **alert** to your child's wellbeing and watching out for changes to mood and personality.
- **Understand** that 'fall outs' and disagreements are not uncommon.
- Repeat our message that **reporting bullying is courageous.**
- **Alert** a member of school staff as early as possible.
- Encourage your child to use technology **appropriately,** in line with legal guidelines.
- Familiarise yourself with the **language** of technology.
- Be **alert** to the dangers online - research CEOP website.

What you should expect from OTHERS...

- A **clear** anti-bullying policy.
- **Effective** communication.
- Be **listened to** and treated with **resect**.
- Have all reports of bullying behaviour **taken seriously and investigated sensitively**.
- Be **informed** of the steps and procedures taken in line with this policy.
- **Monitoring** of the situation by school staff and **updates** in line with this policy.
- Informed of actions and outcomes.
- Be **directed** to appropriate resources or services.
- Be **included** in policy development in relation to anti-bullying.

STAFF

What is expected of YOU...

- **Understand** our anti-bullying policy and procedures.
- **Act in accordance** with our **school values**, SLC Code of Conduct and the values and principles of Respect for All to **prevent and respond to bullying behaviour.**
- Be a **positive role model** in and out of school.
- **Listen** to all reports of bullying.
- **Record** in line with school policy.
- **Report** to a member of SMT.
- **Seek information** on actions and outcomes from SMT.
- **Report again** if you feel actions/outcomes are inadequate.
- Be careful to avoid the terms '**bully**' and '**victim**'. Instead refer to bullying behaviour.
- **Engage** in training and formulation of anti-bullying policy.

What you should expect from OTHERS...

- Be **listened to** when reporting bullying incidents.
- Have your concerns taken **seriously.**
- Have your concerns **responded to** in line with this policy.
- **Support** when responding to bullying behaviours.
- **Informed** of actions/outcomes.
- Opportunities to undertake appropriate **training** on anti-bullying.
- **Be included and involved** in the development

SMT

What is expected of YOU...

- **Understand** our anti-bullying policy and procedures.
- **Act in accordance** with our **school values**, SLC Code of Conduct to **prevent and respond to bullying behaviour.**
- **Listen** to all reports of bullying.
- **Record** in line with school policy.
- **Investigate** all allegations sensitively and fairly.
- **Communicate** with all pupils involved and take their views into account.
- Work **alongside** parents.
- Make use of **restorative** interventions and approaches.
- **Agree actions** and **monitor** closely.
- **Inform** all stakeholders of actions and outcomes.
- **Consult** all stakeholders on policy development.

What you should expect from OTHERS...

- All stakeholders to **act in accordance** with our **school values.**
- Learners, parents and staff to **report** bullying behaviours.
- **Access** to training and resources on anti-bullying.
- Learners, parents and staff **involved** in anti-bullying policy development.

HEART

See it... Share it... Don't support it!
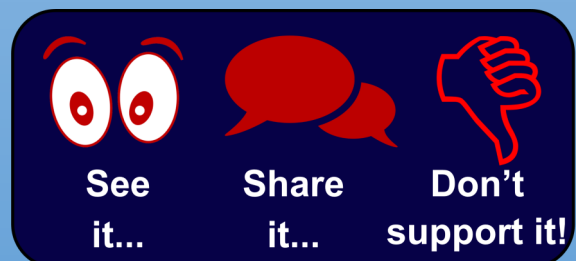
All alleged incidents of bullying behaviour are taken seriously in Crosshouse Primary School. We deal sensitively with these incidents and offer support to all involved. All instances should be reported immediately to ensure there is effective early intervention, as this often stops a more serious pattern of behaviour from emerging. In all instances, SMT will follow the procedure as set out by South Lanarkshire Council in August 2023.

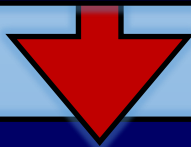**Bullying is reported to a member of school staff by:**

♦ The young person who is experiencing it

♦ Another young person or staff member who witnesses it

♦ A parent/carer

♦ Incident reported to member of HT or DHT

♦ HT or DHT then speak directly to the person reporting the alleged bullying behaviour.

♦ HT or DHT records on SEEMIS Bullying & Equalities Module

♦ Investigation carried out by school and pupil experiencing bullying and parent/carer informed

BULLYING CONFIRMED

NO EVIDENCE THAT BULLYING TOOK PLACE

Action taken to support young person experiencing and young person displaying bullying behaviours. Seemis Module updated.

School responds to original concern explaining outcome of investigation. Further action may be necessary to resolve any outstanding concerns. Seemis module updated to record unfounded.

How was our policy shaped?

Stakeholders Included:

Pupil Groups

Parent Council

Teaching Staff

Support Staff

Consultations:

Pupil Survey

Parental Survey

Staff Surveys

References:

Respect for All & Respect Me, Scottish Government.
Treat Me Well, South Lanarkshire Council.

Awareness Raised:

Anti-Bullying Week

Whole School Assemblies

Anti-Bullying Pledge

Class Lessons & Discussions

YOU SAID…	…WE DID!
40% of Pupils, 56% of Parents and 38% of Staff have witnessed some form of bullying behaviour.	We **formed** an Anti-Bullying Policy Development Group tasked with creating a framework to deal effectively with bullying behaviours.
Hitting, name calling, online messages and being left out were mentioned by all groups as forms of bullying behaviour.	We included these behaviours within our policy and encourage pupils **not** to **'put up'** with these as a normal part of growing up.
Almost all pupils knew they should tell a trusted person, though a few felt unsure what to do.	We raised **awareness** of what to do during our anti-bullying week and whole school assemblies.
A few people identified some prejudice based name calling, including homophobic, sectarian and racist remarks.	We embedded the **Equality Act 2010** into our policy to ensure everyone is aware of the protected characteristics in Scottish Law and organised tasks focused on 'Celebrating Difference.'
All groups showed some lack of understanding in dealing with online bullying, with the majority feeling it may not be part of a school policy.	We added the word **online** to our definition. Our policy will support and challenge bullying behaviour in any environment.
There was a lack of clarity in who bullying should be reported to in school.	We included clear roles and responsibilities for all stakeholders. Pupils should tell someone they trust, that person should then tell **any** member of staff. All staff members are aware of next steps.
Parents and staff asked for a new policy, clear definition, reporting procedure, clear consequences and zero tolerance.	We created a new policy. We adopted the national definition and made a 'child friendly' version too. We identified clear roles and responsibilities for all groups and set out the reporting procedure of South Lanarkshire Council. As part of our ongoing work, we reiterate that bullying has no place in Crosshouse PS and it will not be tolerated.

Revised & Updated January 2024

SOUTH LANARKSHIRE COUNCIL

getting it right for every child in South Lanarkshire

Attain, Believe & Achieve

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People

respectme Scotland's Anti-Bullying Service

Happiness **E**xcellence **A**chievement **R**espect **T**ogether